

**Learning Together for Life**

*Jesus said, 'Love one another as I have loved you' John 15:12, New Testament ('Injil')*

# Stepney Greencoat

## Church of England Primary School



## Accessibility Plan

Policy Reviewed/Approved	By Committee, Individual Governor or Head teacher
Policy Renewal Date	SPRING 2023

## **School's duties around accessibility for disabled pupils**

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people; pupils, staff, parents, carers, visitors and other people who use the school or may wish to
- prepare and publish a Disability Equality Scheme to show how they will meet these duties

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented, reviewed & revised as and when necessary. Attached is an action plan (Appendix 1) showing how the school will address the priorities identified in the plan.

The plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up this plan school have identified the following priorities:

To provide safe access throughout the school for all school users, irrespective of their disability.

To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

To provide training to all staff regarding the needs of disabled people and how to provide

# Accessibility Plan

assistance to enable them to enjoy their school experience as fully as possible.

At Stepney Greencoat school we are committed to establishing equality for all pupils, their parents, staff and visitors to the school. It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

According to the Equality Act 2010 a 'disabled person is identified as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities.' The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Stepney Greencoat Primary School is committed to equal opportunities and inclusion of all. This plan should be considered alongside the following policies:

Special Educational Needs and Disabilities Policy

Disability Equality Scheme

Equalities

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate fully in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and hand rails as well as physical aids to access education such as access to ICT equipment
- Improving delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be carried out within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as large print, audio, Braille and the provision of information orally.

## **Increasing the extent to which disabled pupils can participate in the school curriculum**

The School SEND policy and Information report ensures that staff identify, assess and arrange suitable provision for pupils with special education needs and disabilities. Working with the Local Authority and the Educational Psychology Service, the Inclusion Team manages the Statutory Education and Health Care Plan process, ensuring additional resources are available where appropriate

The school Inclusion team provides additional support for pupils and supports teachers in implementing strategies for improving pupil's behaviour and access to learning.

## **The school works closely with services including:**

- The Visual Impairment Advisory Support Service
- Teacher for Deaf and Hearing Impaired
- Occupational Therapist
- The teacher for Children with Complex Medical Needs

- Physiotherapist
- Speech and Language Therapist

## Accessibility Plan

- CAMHs
- Health Specialists
- Phoenix Outreach
- Stephen Hawking Outreach

### **Improving access to the physical environment**

This element of Planning Duty covers all the areas of the physical environment such as external areas, building and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Stepney Greencoat School.

### **Improving the delivery of information to disabled persons**

Staff are aware of the services available through the LA for converting written information into alternative formats.

## Accessibility Plan

### Physical Access

	Item	Activity	Timescale	Outcome
1	School site is easily accessible in a way that is safe, secure and safely evacuated by all	To regularly review site and liaise with Fire Safety Officer Personal evacuation plans if required Visual support to aid understanding of what is happening	Ongoing	The site will be accessible by all stakeholders and safely evacuated by all during fire drills or emergencies with reasonable adjustments made for all disabilities.
2	The building is accessible for all/ pupils/parents/staff/ visitors within the school including those who may have physical difficulties, ASD, a visual impairment, etc.	Audit the physical building to ensure that all reasonable adjustments are made. Seek advice from relevant professionals	Ongoing	Changes, repairs and adjustments to the building will be made as and when necessary to improve the existing accessibility.

## Accessibility Plan

### Curriculum Access

	Item	Activity	Timescale	Outcome
1	Make the school a more communication friendly environment	Classrooms and corridors to have signs with words and pictures Basic Signalong training for all staff Sign along greeting and gestures used in collective worship Reception class learn a sign a week	Ongoing	All children can access the learning environments, resources and displays around the school.
2	All children to access IT in a way that will enable them to access the curriculum appropriately and be successful	Opportunities for children to record in different ways e.g. mind maps, drawings, typing, voice recorders, access to Clicker to support writing	Ongoing	All barriers to learning removed particularly in writing for pupils with Dyslexia and for those working outside of the curriculum IT is used effectively to enhance the curriculum for particular pupils with a high level of SEND
3	Dyslexia friendly classrooms	Pale coloured background for smart board Coloured paper for work sheets Matt laminating pouches Coloured overlays	In place consistently by the end of the academic year 2021-2022	Children with Dyslexia or Dyslexic type difficulties will have barriers to reading writing and spelling removed to enable them to be successful in these areas of the curriculum

		<p>Reading books about Dyslexia</p> <p>Guidance from Dyslexia society website and specialist teachers</p> <p>Training for teachers on how to support the Dyslexic child effectively in the classroom</p> <p>Spelling programmes specific for Dyslexic learners</p> <p>Use of technology to support Dyslexic learners</p> <p>Dyslexic reading programme (Toe by Toe)</p>		
4	Support with sensory needs	Sensory Circuit in school	In place consistently by the end of academic year 2021-2022	Pupils sensory needs will be met which will enable them to stay focused in class
5	Ensure that every trip planned for is accessible for all pupils and that reasonable adjustments are made.	<p>Staff to do a pre visit</p> <p>Staff to complete a detailed risk assessment in advance of the trip</p> <p>Ensure taxis are booked if needed</p> <p>Ensure there are adequate staff for the trip to support children who make require 1:1 support or for those who require mobility support</p>	Ongoing	Trips and residentials are accessible for all pupils. Adjustments, careful & thoughtful planning will ensure that all pupils will be able to enjoy the experience of trips & visits

## Accessibility Plan

### Written Information Access

	Item	Activity	Timescale	Outcome
1	Review information sent out to parents/carers to ensure that it is accessible	To support parents/carers to access information and complete school forms. Ensure website and all documents via the website can be accessed by the visually impaired and by those with English as an additional language. Provide translated documents when and where required. This is including during year 6 application time, admissions etc.	Ongoing	Information is accessible to all parents and any barriers to access are removed.
2	Ensure relevant documents are accessible for pupils with a visual impairment.	Use of a magnifier & larger print where appropriate. Seek advice from specialist teachers	Ongoing	Information is fully accessible to pupils with a visual impairment.
3	Good communication between school and home	School office sends texts, emails, phone calls, newsletters and ensures communication is swift.	Ongoing	Parents and carers are well informed and communication channels from school are varied and accessible in order to access hard to reach parents.



